

the

# AMERICAN TEACHER

magazine

APRIL, 1956



TEACHER  
of TEACHERS

THREE SHOPS  
FOR LEADERSHIP

A.F. OF T.  
GOALS

BARRIERS  
TO UNDERSTANDING

# Opinion of Others

OUR DIFFERENCE of opinion with the National Education Association on this subject (of teachers' unions) can be stated very simply. According to Catholic social principles, teachers have the right to organize into unions of their own choosing and, according to the majority of Catholic experts in the field, they ought to be encouraged

## A Catholic Leader Supports Teachers' Unions

to exercise this right.

The N.E.A., with a view of consolidating its own position as the dominant organization in the field of American education, has always been unsympathetic, if not opposed, to the organization of its teacher members into unions.

The N.E.A. has taken the position that the teachers' unions are unnecessary on the grounds that the economic rights of teachers can be and are adequately safeguarded and defended by the N.E.A. and its affiliated units. Why, it is asked, should the classroom teachers of the United States segregate themselves and go to all the trouble of establishing separate unions of their own when they already have the N.E.A. to look after their interests?

The obvious answer is that the N.E.A. from the point of view of the economics of the teaching profession, is the equivalent of a *company union*. Its membership is made up not only of classroom teachers but of school administrators—including principals and superintendents, who are the equivalent, in ordinary industrial relations terminology, of the teachers' *bosses*.

To pretend that such an organization is capable of adequately representing the legitimate economic interests of its teacher members, is just as naive as to pretend that company unions are an adequate substitute in American industry for the 200-odd legitimate unions affiliated with the A.F. of L-C.I.O. When the chips are down—as somebody has aptly remarked—such an organization in the field of education is likely to pay more attention to *principals than to principles*.

This is not a Catholic issue as such, and it hasn't anything to do with . . . the controversy between the N.E.A. and Catholic educators over matters of legislation and educational philosophy. . . .

Our only purpose is to defend the right of teachers to belong to a teachers' union, such as the *American Federation of Teachers*, and to encourage them to exercise this right in greater numbers. They have a lot to gain from becoming a part of the A.F. of L-C.I.O., and they have a lot to give to the new Federation. If they want to belong to a professional organization like the N.E.A. in addition to belonging to a union of their own, well and good, but it merely confuses the issue to pretend that the N.E.A. is an adequate substitute for a union.

Those who are interested in learning more about the subject of teachers' unions are referred to a new book entitled, *Organizing the Teaching Profession, The Story of the American Federation of Teachers*.—Msgr. George G. Higgins of Washington, D.C., director of the social action dept., National Catholic Welfare Council, in his column, *The Yardstick*, in the Boston, Mass. Pilot.

ADMIRAL RICKOVER, the navy's atomic expert, said some interesting things about education the other day: "The United States is spending about 2½% of the national income on education. In contrast we

## From the Milwaukee Journal

spend more than 4% on recreation. We spend more money for comic books than for all textbooks used in our elementary and high schools. In 1951 the amount spent for advertising was \$199 for every family in the United States, but the amount spent for primary and secondary education was \$152 per household. This means that our national outlay for the education of citizens was substantially less than our expenditures for the education of consumers. . . .

"In a recent year the United States home permanent wave industry budgeted for research into ways of improving the looks of human hair a sum amounting to 2c per United States (female) capita. The whole nation meanwhile was spending only 3c per capita for research into the distressing things that go on inside the human head."

In other words, any implication that wealthy America can't pay the bill for educating its children is preposterous.



FROM A HOSPITAL BED, his head swathed in bandages, a Chicago school teacher said that he bore no malice toward the two teen-aged youths who bludgeoned him. We wonder if the man's wife and

two children would have felt no malice towards his assailants had he been killed. The (*Detroit*) *Federation of Teachers* Teacher has not yet reached the point wherein an attack on a teacher's life is to be blithely treated as *part of the job*.

A school of child psychologists and social workers—who hold the field at present—would have us believe that there is no such thing as an evil child, but rather only evil in backgrounds and environment, and that youthful violence should be met with love and understanding.

Such sentiment is noble, indeed.

Thinking in terms of an overall society, however, as even the psychologists must, a *misguided* youth does not, by any reasoning, measure up to the worth of a teacher, who, in the course of his life, may spread the example of good to thousands of youngsters who sit in his classroom.

Decent children are getting a minimum of attention as it is. They cannot afford to lose teachers, even if some teachers harbor the weird notion that unbounded love for youth is a prerequisite for teaching, come what may.

We say, hoodlums are hoodlums. Let the authorities deal with them.—*Antonia Kolar in her President's column*.

# The AMERICAN TEACHER magazine

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April, 1956

## ON OUR COVER

**T**EACHER OF TEACHERS on our cover will be recognized by most *American Teacher* magazine readers as Dr. George S. Counts, past-president, *American Federation of Teachers*, whose brilliant career in American education cannot be covered by any single accolade.

Born at Baldwin, Kans., on a farm where, he says, he quarreled, played and grew up with three brothers and two sisters; worked, went snipe hunting, took part in spelling bees and dreamed of going down the Mississippi on a house boat; then at a later age completely abandoned ambition to become a Canadian trapper when he met and married Lois H. Bailey. The couple became parents of two daughters, Esther and Martha.

Now professor emeritus of Teachers college, Columbia university, Dr. Counts besides having helped to train many students for brilliant teaching careers, is the author of more than a score of books and monographs ranging in titles from *Education and the Promise of America to The Country of the Blind—The Soviet System of Mind Control*.

He toured 6,000 miles of Russia in a Ford in 1929, and became the St. Patrick of the A.F. of T. when as president of the organization, 1939 to 1942, he assisted in expelling communists who had begun to infiltrate some Locals by throwing out the Locals, and favored the present clause in the A.F. of T. constitution barring totalitarians from membership. He is currently working from 9 a.m. to 6 p.m. daily at Teachers college on a comprehensive account of soviet education.

Dr. Counts obtained his B.A. at Baker university, his Ph.D. at Chicago university, and holds an LL.D. from Baker. He first became a teacher, which he had vowed he would never do, in a high school in Kansas; later headed the department of education in Delaware College, Newark, taught educational sociology in Harris Teachers College, St. Louis, and served as professor of secondary education in the University of Washington.

His career next included associate professor and professor of education at Yale, and professor of education at the University of Chicago. He was associate director of the International Institute of Teachers College, 1927 to 1932, and from 1927 to 1955 professor of education in the college.

He is a Delta Tau Delta and Phi Delta Kappa, and laureate member of Kappa Delta Pi. Politically, he is an Ex-Bull Mooser; describes himself as an unreconstructed New Dealer, and is New York state chairman of the Liberal party.

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# The President's Page

By Carl J. Megel

**T**HE AMERICAN labor movement has long recognized that a democracy can rise no higher than the intellectual level of all of our citizens. This means that before democratic ideals can be advanced the citizenry first must be educated.

A little over a year ago, at the conclusion of the sessions of President Eisenhower's Commission on Intergovernmental Relations, I mentioned to the delegate from Mississippi that we had no Locals of the *American Federation of Teachers* in Mississippi. His answer was: "I pray to God that you never do." To my answer, "It would seem that you would welcome any kind of help in building better educational system in Mississippi," he replied: "We'll do it in our own way and then we'll know what we've got."

More recently someone asked the question: "What concern is it to those of us in the other states what Mississippi does or does not do for the education of its children?" The immediate effect, of course, is that practically every state, particularly in the North, has had an influx of citizens from Mississippi whose major reason for leaving was that of securing better educational opportunities for their children. A more over-all effect, however, is that Senators from Mississippi have had tremendous power in the Senate of the United States because of the Senate seniority rule.

**A CASE IN POINT** occurred last month when the sudden death of Sen. Kilgore automatically put Sen. Eastland of Mississippi into the chairmanship of the senate judiciary committee. Sen. Eastland, running for re-election for his third full term in 1954 in Mississippi, received 100,848 votes while his Republican opponent got 4,678. This means that the state, having a total of 2,204,000 population cast only 105,526 votes in the senatorial election.

Eastland has been a leading opponent of the Supreme Court School integration decision and has been one of the strongest opponents of all civil rights' legislation including such measures as the Fair Employment Practices Commission.

Sen. Eastland, nevertheless, was projected to the chairman of the Senate Judiciary committee, one of the most important committees in the Senate. The committee has



MR. MEGEL

the largest staff and the largest budget of any of the fifteen standing committees. It handles more than one-half of all the bills introduced in the Senate.

Equally important is that it passes on all Presidential nominations to the federal judiciary from the Supreme Court on down.

The committee works on important legislation including constitutional amendments, immigration bills and nearly all the controversial civil rights bills. Sen. Eastland has been a vigorous opponent of Federal Aid to Education, even though Mississippi has probably the poorest educational opportunities for all of its citizens. Yet it is only through education that progressive ideals can receive sane and sincere consideration.

**O**UR SHORTAGE of competent teachers, of scientists and mathematicians are beginning to show their effect upon our American society and will most surely demand frightening retribution in the struggle that democracy is encountering from the totalitarian nations.

It was the pre-eminence of our free educational system in America that made possible the advancement in technology, in science and in the increased standard of living for all Americans. It was no accident that we live in a nation which in 1955 produced 7½ million automobiles, a nation which has 40 million television sets, a nation in which practically every home has a radio; that used more electricity than all the rest of the world.

Unfortunately for the past twenty years and longer America has shamefully neglected its schools so that America's superiority in many areas is being seriously challenged. With a million teachers underpaid, when 10½ million boys and girls do not have adequate schools, when 4½ million Americans do not have adequate homes; where more small businesses failed in 1955 than in any of the previous 15 years, courageous, dynamic, progressive leaders are needed in our Congress and in the Senate of the United States. The ultimate answer is education.

The fight of the *American Federation of Teachers* for better schools, for more and better paid, qualified teachers, is nationwide in its aspect and universal in its concept. We must continue with ever-increasing energy so that we will be heard before it is too late.

# G O A L S

•      *of the*

## **American Federation of Teachers**

### **A symposium By Executive Council Members Sums Up Our Objectives For Teachers of America**

WE are often asked, *What are the major objectives of the American Federation of Teachers?* The

By *American Teacher* magazine, therefore, is to be com-

CARL J. MEGEL President mended for bringing, with the cooperation of the members of the Executive Council, the following sketches of some of the major goals of our organization. To know these goals and to let all members of the teaching profession know them, will redound to public acceptance, and to the increased development of the organization program of the *A.F. of T.*

We need to be constantly reminded that the *American Federation of Teachers*, with the affiliation, support and cooperation of the labor movement, is the strongest organization of teachers in the nation today. Our strength is indicated by the recent increased opposition.

As a segment of the *A.F. of L.-C.I.O.*, it is our job to point the way for improving education for the nation's children. We are dedicated to this cause by continuously striving for better salaries, smaller class size, better school housing and equipment, and other phases of educational improvement.

These objectives center around the teacher and the student in the classroom. Our accomplishments have been commendable. The full achievement of our goals lie before us. As we better understand our objectives, and make

the public and labor aware of them, our organizational activity will be expanded to make our goals a reality.

### **SALARIES**

MANY OTHER CAUSES of the classroom teacher shortage would be more immediately removed

By RAYMOND FROEHLICH Vice-President were teaching salaries placed on a level with the incomes of members of other professions requiring comparable education and training. The *American Federation of Teachers*, on the authority of its convention body, supports a single salary schedule at the Bachelor's level, starting with at least \$5,000 a year and reaching \$9,000 in eight or less steps.

An additional \$500 a year is recommended for training levels above the Bachelor's degree. All teachers' salaries should be based on training and experience, and no salary of any other step in the schedule should be based on such mis-named devices as merit rating in lieu of the single salary schedule.

In some cities, especially the larger

ones, *A.F. of T.* Locals are making a fair start toward attaining these salary goals. A \$4,000 starting salary for the B.A., unheard of two or three years ago, is now in effect in Chicago and some other cities.

Salaries are the master key to an adequate teacher supply, and the first essential step, of course, is for *A.F. of T.* Locals, with the support of their local labor organizations, if necessary, to win the right to meet with their administrators to negotiate and bargain collectively across the table.

### **COLLECTIVE Bargaining**

KEY TO THE GROWTH of professional strength of teachers is the process of collective bargaining. As a

By HERRICK S. ROTH Vice-President trade union, the *American Federation of Teachers* will secure for teachers greater democracy in our public schools; increased respect for our constitutional rights and basic freedoms; stronger faith in the

art and skill of teaching which provides for our utilizing the ability of each individual to examine evidences, think through problems clearly, and exercise responsible judgments; improved conditions for teaching and welfare of teachers as we utilize, refine, and adopt collective bargaining to our job areas. Essentially, collective negotiation means:

1) Majority group determination of what the economic needs of teachers



Mr. Froehlich



Mr. Roth

*and the policies of our educational systems should be;*

*2) Proposing these determinations to our respective boards of education in written form;*

*3) Sitting at the bargaining table with dignity and position equal to that of the school boards, superintendents, or other school officials who represent school management;*

*4) Giving and taking in good faith and objectively for the purpose of reaching the best possible and mutually satisfactory agreements, and*

*5) Signing these agreements into written group contracts for annual periods.*

When disputes are involved, the peaceful process of arbitration may be utilized to reach solution. Collective bargaining presupposes collective responsibility. But such a process will put an end to bended-knee pleas and patronistic treatment.

The process will secure for teachers, rights which they reasonably seek plus dignity, respect, economic security, and academic freedom. It's time as a full-fledged teachers union that we act in such a responsible manner for our own good and for the educational and social welfare of those whom we teach.

## TENURE

**THE AMERICAN Federation of Teachers**, supported by the A.F. of L.C.I.O., has worked consistently

By **CECILE S. OLIVER** for years to get adequate tenure laws to protect

**Vice-President** teachers from being discharged without cause, after a reasonable probationary period. The A.F. of T. believes that tenure should cover all teachers in any state; be of a contractual nature; include a probationary period no longer than three years; have protective clauses against unfair dismissal; include specific causes for dismissal; provide for protection of tenure in consolidations, and class discontinuations, and for appeal from unsatisfactory hearings.

When there are consolidations of school units, changes of curriculum, decreased enrollment, or other adjustments which make it necessary to dismiss teachers, tenure teachers should be given precedence over those without tenure, providing such tenure teacher is trained in the subject that he is required to teach.

Because the A.F. of T. is an organization of classroom teachers and, con-

sequently not influenced by administrators many of whom work closely with their school boards to the detriment of their teachers, it is the most forceful teacher organization now promoting nationwide teacher tenure.

## CERTIFICATION Requirements

**THE POSITION** of the American Federation of Teachers on teacher certification can be concisely stated

By **F. EARL McGINNES, Jr.** in the principle *We believe that Vice-President teachers should be accorded professional status.* This means that we support the position that the teaching profession should have the responsibility for set-

ting its own professional standards. These standards for initial certification should be rigorous and yet realistic. They would certainly include a level of academic preparation and a probationary period. Such a standard might include objective examination. Where initial standards are raised, they should not be applied retroactively; experienced teachers who fail to meet new requirements should be encouraged to do so but there should be no financial discrimination.

Perhaps the most important aspect of professional status is the recognition of the teachers' integrity to maintain their own individual standard of continuing self-improvement. In short, once a high initial standard of certification has been met, additional credit requirements should not be necessary in order to maintain the certificate nor should a financial penalty be directed against those who carry out their self-improvement in the many worthwhile and hard-to-measure activities outside conventional course taking. We hold that arbitrarily imposed course taking is in fact unprofessional and an insult to the integrity of the hundreds of thousands of competent teachers; we hold that such course taking will not make a poor teacher into a good one.

While a nationwide standardization of certification is virtually impossible, a teacher's professional status should

not be limited to one state. Through the coordinated efforts of the profession in the various states, the educational training requirements could be standardized; as the states set higher initial standards and demonstrate that these standards are being enforced, it may then become possible for states to work out satisfactory reciprocity agreements.

This then, is *professional status*—high initial standards established by the profession itself, and accompanied by a recognition of the professional integrity which will lead teachers to constantly improve themselves and their craft without the indignity of arbitrary and ineffective certificate renewal regulations.

## SEVERANCE and PENSIONS

**THE A.F. OF T.** recognizes the right of all teachers to security and comfort in their declining years, after

By **EDWARD JEWETT** a life spent in the service of the community in teaching its children. To this end, each community and state must provide adequate retirement pensions. This should be not less than 50 per cent of the teacher's highest earnings.

It usually will be most satisfactorily attained by adding to social security a supplementary state or local pension plan. Each community must make a careful study to determine the best solution, and promote enabling legislation. Compulsory retirement age requirements should be elastic to enable a school to utilize the services of teachers, as long as they are able to serve better than available replacements.

Sick leave benefits should be at least 10 days per year, accumulative to 200 days and upon retirement, payment for unused sick leave should be made. In lieu of this, severance pay at retirement of at least 5 days per year of service should be negotiated. Legislation should be enacted to permit this in all states.

School districts should provide hospitalization and medical insurance on

*Turn to page 18*

# **What Should Our Schools Accomplish?**

**An A.F. of T. Leader  
Discusses Roles of Teachers  
And Administrators**

**T**HE TEACHER'S working environment is the area of topmost importance in the struggle to preserve and enhance free democratic schools in which to train our children for constructive living.

Instruction is the supreme purpose of the school and all activities essential to the successful operation and improvement of instruction must be considered as purely contributory in character. In this sense, the teacher is the most important agent, and administration should be in the position of ministering to his needs and thus increase the efficiency of the teaching process.

In many communities today, we find there is so much emphasis on administration and organization of public schools, that student and teacher have been completely forgotten. The *A.F. of T.* recognizes it is impossible for teachers to teach effectively and efficiently in systems where they minister to administration, rather than the latter ministering to them.

Our persistent efforts to decrease class loads, provide social security and pension benefits, obtain tenure protection, establish collective bargaining for salaries, institute a procedure for discussing and settling unfavorable working conditions, and eliminate extra-curricular assignments as well as unnecessary clerical duties, are merely steps to eradicate the obstacles to effective and efficient education of children.

But let us stop kidding ourselves and burying our heads in the educational sands. We know there is a vast difference between what the parent

**By WILLIAM P. SWAN\***



**Mr. Swan**

thinks is happening to his child and what our schools are actually doing for children. The parent is under the misapprehension that his child is the beneficiary of his teacher's skill and training. The parent thinks that the efforts of the school are directed to his child, and he has every right to do so.

Teachers remember the courses in child development, child psychology, educational psychology and all the others to which we were exposed, which stressed that the individual child is the real object of education.

However, it is extremely rare to find a class or school in which a teacher is able to teach each child individually.

Large classes, clerical work and frequent interruptions leave but few fleeting moments to give to the students something we hope resembles knowledge.

If there is a written assignment, some of us either have a student correct the papers, or make a rule that written work is not returned to the student, and then throw all of it away. A few hardy souls take a hundred or so papers home at night, correct them until the wee hours, and then manage to get to school the next morning with a beaming but bleary-eyed welcome to the youngsters.

**WE MUST ALSO** give thought to other contributing factors which aggravate this educational problem. There is not only the seeming lack of discipline in the home, but in addition, school authorities, juvenile authorities and child psychologists have coddled and petted delinquents to such an extent that too many of them are wreaking havoc with the educational development of the rest of the children.

Have you ever tried to get rid of one or two problem children, who, through their attitudes and behavior, are creating a situation which denies 30 to 40 children the educational experiences they are entitled to, and for which their parents send them to school?

The administration must first make a study of the case. The parents, when consulted, claim they cannot handle the child and insist it is up to the school or juvenile authorities. The psychologist says that the child has been denied love. The juvenile court says the child must report personally every Saturday morning to indicate that he has behaved all week. The school administration says we cannot

\*Vice-President, American Federation of Teachers, and member, Gary Teachers Union, Local 4, Gary, Ind. Excerpts from address at the 25th anniversary dinner in Balboa, C. Z., of the Balboa Federation of Teachers, Local 227, and the Atlantic Teachers Union, Local 228.

expel or exclude him from school because he would become a community problem.

So what happens? The child is right back in class with a case report stating that the problem has been thoroughly studied and recommendation is made that the teacher give him more love and attention. So educational mayhem proceeds as usual.

This example is not far-fetched. And the situation it describes, makes us wonder what the real values are that children should receive from public schools to enable them to live fruitful and productive lives in a democracy, with One World as an ultimate goal.

Let's consider just two schools of thought on this matter. One school believes that the best education is the kind in which the child has many varied experiences in science, literature, arts and culture, permitting him to develop broader concepts and become a well-balanced individual.

Another school believes that children should be taught facts and data, to be used as tools in the development of the mentality through disciplines required in problem-solving situations.

The first school of thought may be described as a system in which children are taught many things but not much of any one thing, while the second teaches children in more restricted areas, but hopes to develop critical thinking.

**RATHER THAN INDICATE** which group I believe is the proper one, I would rather point out some of the present and future problems to be faced, and then let you decide to which I adhere, and which you may wish to follow.

We educators face a situation today which is more staggering than any we have ever faced before, because it leads to the question of whether we are going to survive as a democracy. Frankly, the outcome is in doubt, and the cold, bare fact is that our lives, as well as our way of life, hangs in the balance.

The United States is fighting a cold war, today, because of its inability to strengthen the weaknesses of democracy. It would take endless hours to discuss our errors, upon which the totalitarian countries are capitalizing. They use their most formidable weapons when they point to racial discrimination in this country, to our threats of atomic destruction, and to the bungling by government officials caused by a lack of understanding of the culture of foreign peoples.

Many of us are beginning to real-

ize the seriousness of the situation and are wondering what can be done about it. No doubt there are many who say, "Why doesn't Ike or Dulles or Congress do something?" But it would be more to the point to ask what teachers are going to do about it.

To bring about the changes necessary, we must use the influence, power and prestige of the *American Federation of Teachers* to make our schools democratic in fact, as well as enlist the help and cooperation of the millions of organized working people whose children we serve.

Let us fight attempts to weaken our position through the imposition of merit rating schemes, and the employment of emergency teachers and poorly trained ones. Let us fight for such benefits as compensation commensurate with our services, working conditions conducive to efficient teaching, the right to participate in policy making, and the enactment of disciplinary measures necessary for the maintenance of orderly instruction.

Let us demand curricula designed to make critical and analytical thinkers of American youth, and let it include accurate interpretations of foreign culture, free of propaganda and prototypes.

Let us fight with the ballot to elect public officials whom we feel have demonstrated their fitness for office by virtue of their ability, honesty and adherence to all that is good in our democratic concepts. It should be the duty and obligation of every member of the *A.F. of T.* to vote as he thinks right and for any party he desires.

I HAVE USED the term *fight* because these objectives can be won and achieved only through action. We must push forward to our goals now! Today! Tomorrow or the next day will be too late, and we will have lost our precious heritage of free public schools.

To use military parlance, we must fight on two fronts. The second phase of the struggle for survival is just as important as the one just described, and must be a parallel effort.

We must make our classes understand that democracy, if it is to survive, requires a stricter discipline than do totalitarian systems. The survival and effectiveness of democratic principles are contingent upon a self-discipline imposed upon ourselves. In a totalitarian system, disciplines are imposed from above.

It requires less effort and sacrifice for one to accept an imposed discipline, and this constitutes a real danger. Soft living and the protection

which has been ours as the greatest and most powerful nation in the world, has caused our failure to realize the necessity for mental, moral and physical discipline.

As responsible citizens, we must show by example that we have the fortitude, stamina and moral strength to make our way of life a reality. And we must use our prestige and influence to convince our fellow-citizens wherever and whenever we can, that the rise or fall of democracy depends solely on our willingness to sacrifice and to impose upon ourselves those above-mentioned disciplines, which are necessary to make democracy a reality rather than a theory.

**ARMAMENTS**, atom and hydrogen bombs—all the terrible weapons for destruction—will not preserve our way of life. The fight today is for the souls and minds of men. We have the weapons to win this struggle and win we will, if we utilize them. These weapons are respect for the dignity of man, understanding of world cultures, and justice for all mankind.

The *A.F. of T.* is an organization of dedicated and fearless teachers, and we are affiliated with 15 million organized workers. Backed by this tremendous power, with God's help and the realization that mankind certainly can be wiped out, it is with humble but earnest prayer that I say, "God give us the will and the power, for are we not our brother's keeper?"

## Lynn Pay Increase

MEMBERS of the *Lynn (Mass.) Teachers Union*, Local 1037, are looking forward to September, 1956, when a new salary schedule, won after the Local secured repeal of a limitation law, goes into effect.

The new schedule goes from \$3,270 to \$5,200 for B.A. teachers in 11 steps, and from \$3,500 to \$5,500 for M.A. degree teachers. The current scale is \$3,270 to \$4,670 for the B.A. and \$3,370 to \$4,770 for an M.A. teacher.

Rose Claffey, president of Local 1037, said a complete revision of differentials for supervisory positions is also a feature of the new schedule. She added:

"The practice of granting flat across-the-board increases over the last 15 years had shrunk the percentage of differential in alarming proportion."

The new schedule is the first since the recent repeal of an antiquated pro rata law. The repeal took school department budgetary powers from the mayor and gave it to the Lynn School Committee which exercised its newly-granted rights in the adoption of the above schedule. The Lynn Local spearheaded the drive to repeal the pro rata law.

**WHAT?**

*Three Summer Workshops*

**WHERE and WHEN?**

*U. of California, Santa Barbara*

*Aug. 5-10, 1956*

*Penn State College*

*University of Wisconsin*

*Aug. 12-17, 1956*

**WHO?**

*All Loyal and Energetic  
A.F. of T. Members*

**WHY?**

*For Information and Inspiration*

**HOW?**

*Through Campus Classes  
and Conferences*

# Three Shops

## For

## Leadership

**BY JAMES L. FITZPATRICK \***

**W**HEN I RECALL my own experience with A.F. of T. Workshops, I am reminded of the well-known couplet from *The Deserter Village*, in which Oliver Goldsmith says of the village preacher:

*Truth from his lips prevail'd with double sway,  
And fools who came to scoff, remain'd to pray.*

While I wasn't foolish enough to scoff at the idea of the Workshop, I thought it was just another summer school. That was before I was asked to attend and assist as a member of the Workshop committee of the Executive Council four years ago.

It was then that I found that the Workshop was not just another summer school session. O, yes, in a sense, it was a summer school session, but it was much more. For me, it was a pleasant, rewarding, and wonderful experience. It is something that no earnest, enthusiastic member of the American Federation of Teachers should miss.

**A**ND WHAT will this Workshop do for you if you will only attend and willingly participate? It will renew within you a right union spirit. It will give you more enthusiasm for your work in your Local for the coming year. It will open for you new horizons in the union movement. It will strengthen your faith in the destiny of the American Federation of Teachers. It will enhance your pride in being a part of the great American labor movement, which has achieved



**Mr. Fitzpatrick**

so much with so little during the past 125 years.

My problem, now, is to bring to you in these few written words, curiously, as it were, the actual experiences of the Workshop—a difficult assignment because you cannot fully appreciate the Workshop if you really haven't experienced it. If you have never been in love, how can you possibly know what it's like—what "sweet sorrow" the sensation of love really is? How can anyone explain to you what snow is, or the glory of the first snowfall, if you have never seen it? How can anyone possibly describe ice cream to a European child who knows nothing

\*A.F. of T. vice-president, co-ordinator of the three Summer Workshops, and director of the Madison Workshop.

ing of this famous American confection? So it is with the Workshop.

In this essay, then, we ask you, first of all, to understand that this is a unique service offered by the American Federation of Teachers. There is no other teachers' organization, as far as I know, that provides anything like the Workshop. It is unique. And for that reason alone, locals and state federations should support it and benefit from it. It fills a need not covered by any other A.F. of T. activity.

But we cannot bring it to you. You have to come and get it.

**I**N THE PAST a regular and basic part of the formal program of the morning sessions has been a course in the history, program, problems, principles, and goals of the American labor movement. Whether taught by Phil Taft, Ed Young, or Jack Barbash, this part of the program has always been informational and stimulating. I am sure any A.F. of T. member, no matter how extensive his book knowledge of the labor movement or his practical experience with local trades and labor councils or state federations, can benefit from it.

We are part of a great movement—the labor movement—which has ethical values and spiritual goals for all men, as well as a program of welfare for organized workers. It behooves us as members of this movement to become better informed about it, just as it behooves all our citizens to learn more about the history of our nation and the principles of American democracy.

Last year the members who attended were unanimous in their praise of the labor hour, and many said they

*Turn to Page 22*

# Colorado Board Acts Against *Faceless Informers*



Mr. Davis

THE COLORADO state board of education has adopted a plan drawn up by a 20-member citizens' committee to protect public school teachers against unjustified discrimination, and their discharge on the basis of unsubstantiated and anonymous charges.

The board's action grew out of a series of *Faceless Informer* firings in Colorado in 1954, on questionable, hearsay "evidence" and without hearings. (*Colorado Fights Faceless Informers*, *American Teacher* magazine, Dec. 1954.)

The plan, with one exception, was as recommended by the *Colorado Federation of Teachers* shortly after the firings. It is set up to at the same time guard against totalitarian infiltration of the schools. It was submitted to the board by the committee after 17 months of study, and is as follows:

"1) That all charges reflecting on the loyalty of teachers must be made in writing and under oath; anonymous accusations and hearsay evidence will be ignored;

"2) Written notice of the charges

shall be furnished the accused teacher, who shall have 10 days to answer them;

"3) If the charges are denied, the teacher shall have the right to a hearing before the local board, with the right to counsel and confrontation of the accuser; each side would have the right to cross-examine the other;

"4) The state board shall receive a copy of the charges, so that it may evaluate them with a view to determining the teacher's fitness to continue holding a state teaching certificate;

"5) If the teacher fails to answer the charges or refuses to testify, that would be considered grounds for dismissal."

If, after application of the recommended procedures, it is conclusively established that the accused engaged in subversive activity, he could be fired. Subversive activity is defined under the proposal as membership or adherence to the Communist party or advocacy of violent overthrow of the government.

Members of the citizens committee included R. Forrest Davis of Boulder, president of the *Colorado Federation*

*of Teachers*; Donald MacMillan, executive secretary of the Denver Newspaper Guild and the Denver Industrial Union Council, and George Cavender, president of the Colorado Federation of Labor.

Commenting on the plan, the *Colorado Labor Advocate*, official publication of 50 Colorado labor organizations, said:

"While we would have preferred more reliance on classroom performance than out-of-school affiliation as evidence of subversive activity, we won't quibble on that point; we think the plan is on the whole an excellent one, and should be applauded by all sincere advocates of civil liberties. It should fully protect teachers against the activities of the real subverters of our democratic traditions, the *faceless informers*. Actually, we can thank these repulsive characters and their willing agents—including a former governor of this state—for the new program."

"All that remains now is for local school boards to adopt officially the proposed plan. A few, of course, have already adopted similar plans of their own."

## Suit to Dissolve Denver Council Set for Trial

TRIAL in a precedent-setting suit brought jointly by the *Denver (Colo.) Federation of Teachers*, Local 858, and a local taxpayer to enjoin the Denver school district from sponsoring a company union has been set to open in district court in Denver, Monday, April 23, next.

Believed to be the first of its kind in the nation, the suit is to dissolve the Denver School Employees' Council, which included school administrators, social workers, and clerical and maintenance personnel as well as teachers. It alleges that:

1) The Employees' Council is an illegal adjunct of the school administration and assumes administrative functions which properly should be

accomplished by the superintendent's office;

2) School district funds are being spent for non-educational purposes by supporting the council, and

3) Because the state school budget law does not authorize these expenditures, public funds are being put to improper use.

Mrs. Bernice Frieder of Denver, who joined the teacher union in the suit, claims that while the Council says its portion of the school budget for the current fiscal year is only \$2,200, last year it received \$11,755 for operating expenses.

Herrick S. Roth, executive secretary of the *Denver Federation of Teachers*, declared that "we are pressing the suit on the basis that it is

an illegal function of the school district to support a 'company' Employees Council.

"We are trying to establish a legal basis which will permit free operation of a union teacher organization which has no fiscal or administrative connection in any sense with the management of the school system.

"We contend that the Council is dominated directly and indirectly by the superintendent and key staff members or the school board itself, since superintendent and board members are ex-officio on the Council."

Outcome of the case is important to teacher unionism, since it will set a precedent for any future cases involving similar Councils, which are sponsored by many school districts.

# Three Barriers to WORLD Understanding

**A College President  
Tells Teachers' Role  
In Lowering Them**

**T**HREE INESCAPABLE PROBLEMS exist in the world today and they will persist for some time. The first is one of conflict and contradiction in terms of the broad philosophy of life and human affairs resulting from the division between East and West.

One of these philosophies, new, exciting, commanding, and winning unbelievable discipline from its adherents, comes primarily out of the Union of Soviet Socialist Republics. It is aggressive, young, to a degree selfless, and it is on the march.

The other philosophy, with which it is locked in contradiction, began in the Mediterranean Basin, swept through Western Europe, and was responsible for the intellectual roots of Europe and the United States.

This cold war will probably not be resolved in the field of battle. It is a contest for men's minds, to determine what values shall dominate the building of the world in the next century.

Out of the Western tradition there are two intellectual roots which define the culture of the West. One contends that all people are of infinite worth, deserving of dignity, and that all human institutions are to be measured in terms of their effect upon the dignity and worth of individuals.

The second root leads to the doctrine that governments should be responsible to the people. This ideal of the infinite worth of the individual is now threatened by a collectivist view which holds that only the group matters and that individuals are not infinite.

Not only is this a divided world, but a dangerous one, too. Because of this division and our inability to solve that problem, atomic energy stands over us all as a great warning sign of our own world-wide political immaturity. The danger makes rational, re-

**By DR. PAUL WEAVER\***



**DR. WEAVER**

flective, and objective men hear the hydrogen bomb speak.

We also have the problem of having lost clear confidence in any moral mooring. Changes from 19th century puritanism, partly the mistaken application of religious power on this new pioneering continent, have made many of the old moral postulates seem quite inappropriate. In an experimental period engaged in reviewing concepts of right and wrong, we face a divided and dangerous world.

**B**ECause THESE PROBLEMS exist in the world that the children we teach are going to inherit, we must add a new dimension to the concept of the responsibility of the teacher and the educational system. The only format for the future that one can offer is the one so close to the heart of

all teachers, namely the freedom for the search of what is true.

In the generation now being educated, there is a new insight about what understandings are necessary to become gradually mature, but there are also several barriers to these understandings. One is caused by differences in implicit cultural values.

In a Paris hotel, a number of years ago, I tried to talk to the telephone operator with my college French, but she did not understand me. I called for the concierge—and you know what the concierge is in a Parisian hotel—a cross between head bellboy and vice-president in charge of the guests' happiness, who speaks seven or eight languages and tries to solve all problems.

I explained I wanted to call a New York friend now in Switzerland. He said, "Right away."

Now a French concierge will use the words "right away" whenever he is talking to an American. They have no other relationship to reality that I can discover. This was Tuesday, and I said to myself, "Paul Weaver, you are an unofficial ambassador of good will and must not show American arrogance and ill patience."

I managed pretty well until Friday morning, when I resigned my mantle of unofficial ambassadorship and marched up to the concierge's desk.

I said, "If you don't mind, while I stand here, will you find out if the operator reached Switzerland, if the Swiss operator reached my friend, and if it did not, when I can expect to receive my call?"

The concierge smiled and said, "Dr. Weaver, what do you want to talk to him for?"

I said, "I beg your pardon?"

He said, "Why do you want to talk to him? Why don't you let him alone? He is in this beautiful Switzerland

\*President, Lake Erie College, Painesville, Ohio. Excerpts from his address to the 38th annual convention of the American Federation of Teachers in Fort Wayne, Indiana.

and should not be waiting in a hotel, waiting for this American invention which seldom works."

He said, "You should be out in Gay Paree." He said, "Talk to him when you get back to New York this fall." Then he said, "Why is it that you Americans are always in a hurry? 20 minutes for lunch with assembly-line production, efficiency, efficiency and efficiency?"

I said, "Back in the United States we respect time."

He said, "Do you now?" Then he said, "How much time do you get by this respect? Over here, we get three-score years and ten. How much do you get?"

I said, "If you put it that way, we get three-score years and ten."

And he said, "No you don't. You die with heart attacks at the age of 50 by taking 10 minutes for lunch and rushing all the time." He said, "Dr. Weaver, go to your room and lie down and let your stomach get uneducated, and get rid of your criticism of the French inefficiency, and then I will send you to the restaurant of a friend of mine where you will get a French lunch."

I said, "That is very kind. I have been in France a number of times and France has the most admirable cuisine of any place on earth, and I love to come here partly for that reason."

He said, "You have never eaten French food correctly."

I said, "How do you figure that out?"

He said, "You are an American. For 600 years the French chefs studied the exact flow of the gastric juices in the human stomach, and they have learned to serve courses of food timed exactly with this gastric flow, but when an American comes in he hits the table and calls it poor service, so we shove his food to him as hurriedly as we can when we know he is an American."

I said, "All right, you win." So I went in and put my body down for a minute and then he rapped on my door and said, "Here is the address. It is only a mile and a half. Don't go by taxi. Walk and work up an appetite."

I walked and met this wonderful little French proprietor who said, "I understand you have come to have lunch. Who is with you?"

I said, "I am alone." He said, "How can you have lunch alone? That is impossible. May I eat with you?" I said, "Please do."

He said, "May I have the honor of

ordering?" I said, "Please do." He did, and between each course, timed, I presume, exactly with my gastric juices, we laughed and talked and were happy people together. Two hours and forty minutes later, I got up from the luncheon table and I had a wonderful sense of well-being.

With a deep sense of my membership in the human race, I walked back into the hotel and passed the time of day with the concierge. I said, "I am very grateful to you for challenging my taste for efficiency. I have learned a very great lesson this day and I shall never forget it. I have eaten more than I have ever eaten in all of my life."

Then the concierge said, "This time, Dr. Weaver, you will not burp."

As Americans we rate "efficiency" and "practical competence" high in the scale of values. Efficiency is at the bottom of the French scale of values, and so between us and the French, as between any other two countries, there are implicit different feelings about what comes first and is most important in life. They form a barrier to a proper understanding of how man can cross these frontiers of differences.

**THE SECOND BARRIER** to be solved is that of differences in language. This inability to communicate makes us lose esteem in other parts of the world. Wherever we go, other peoples have learned our language in order to do business with us, even when we are in their country.

Finally there is a third barrier, caused by differences in national history and national experience, differences which make it very easy to misunderstand peoples of another culture unless, in the educating process, the tendency toward provincialism is countered and the art of intercultural insight and understanding is cultivated.

If these barriers are to be crossed and the problems solved peacefully in the next half century, some new ingredients must be added to the educational process.

If he is to become a citizen of the world, every child in America deserves and desperately needs to understand the fundamental values of the American way of life. But these are not learned through the present courses in civics and American history, because of the absence of a philosophic overtone.

Every child in America must be taught the values deriving from the Hebrew-Christian and Roman traditions, but he must also learn to un-

derstand the philosophic differences which divide the world.

History, social studies, and literature must be taught with a new dimension of world understanding. If we are going to solve the problems in our world, we should teach the young with no special sense either of national superiority or inferiority.

We need to begin bilingual language instruction from the first grade up, not only learning English well, but a second language in extensive use in some other part of the civilized world.

If these things are to be done in the educative process, we will not only need more teachers, but those with higher I.Q.'s. Our profession has to challenge some of the top brains of the land, so that young people will want to become teachers. And, if possible, teachers today ought to become bilingual and go abroad periodically.

**INSTEAD OF SENDING** teachers to any department store of learning for a summer session and one or two extra credits to keep up what are laughingly called "standards", it would be better to send them, (worn out by a year of teaching in over-crowded classrooms), to the Riviera to swim and enjoy themselves. Let them speak in French or German, no matter how badly.

In this generation, we need teachers who are sophisticated and who possess a sense of professional dignity, a professional self-regard. Unless we realistically face the problem of present levels of compensation, it is improbable that all the above-mentioned needs can be met. Until we get our salaries commensurate with those of people of equal intelligence and training in other professions, we shall be retarded.

It is not that better pay will guarantee better teachers. But unless we get better pay, we are not going to be able to do all these things, because we will not command the respect, will not have the inducement, the dignity and the economic resources for going abroad and periodically studying other cultures for ourselves.



**JOHN LIGTENBERG**, the A.F. of T.'s civic-minded attorney, has been appointed by Mayor Richard J. Daley of Chicago, as a member of the All-Chicago Citizens' committee. This group was organized recently to help make Chicago a greater city. Its membership is drawn from leaders in the city's business, civic and cultural life.

# Union Teacher Talk

**T**HE NUMBER of A.F. of T. Locals shown by their per capita to have gone over the top in their membership quotas sped toward 100 at press time, with a total of 83 having reached or exceeded their goals.

Eleven not previously reported included: California—South San Francisco Federation, Local 1119; Colorado—Pueblo County Teachers, Local 567; Connecticut—Stamford Federation, Local 1120; Florida—Miami Federation of Trade Teachers, Local 1047.

Also, Illinois—Chicago Teachers Union, Local 1; School Secretaries Union of Chicago, Local 224, and West Suburban Teachers Union, Local 571; Michigan—Roseville Federation, Local 1071; Minnesota—Minneapolis Men's, Local 238, and Lake County Federation, Local 737, and Ohio—Adams Township Federation, Local 1199.

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**W**ILLIAM P. SWAN and Miss Evelyn Gleason have been appointed by President Carl J. Megel to again represent the A.F. of T. at a conference on elementary education to be sponsored by the Department of Health, Welfare and Education in Washington, D.C., May 7 to 9.

Swan, an A.F. of T. vice-president and member of Gary Teachers Union, Local 4, and Miss Gleason, active in West Suburban Teachers Union, Local 571, represented the A.F. of T. at a previous conference in 1954. Invitation to the 1956 meeting came from S. M. Brownell, commissioner of education.

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**N**INETEEN new A.F. of T. Locals had been chartered at press time, in this fiscal year, as compared with six in the same months of last year.

Chartered during February and not reported previously were: Chicago Heights (Ill.) Federation of Teachers, Local 1260; Midlothian (Ill.) Federation, Local 1261; Shelby County (Tenn.) Teachers Federation, Local 1262, and Long Beach (Calif.) Federation, Local 1263.

Largest of these was the one in Shelby county, Tenn., with 49 charter signers.



**I**T IS SIGNIFICANT that legislators most vocal in promoting such laws as those requiring a loyalty test oath, have long voting records against social and labor legislation. This was pointed out by Aaron Aronin in an analysis of the purpose of the oath, given at a meeting of the Moline (Ill.) Federation of Teachers, Local 791, whose president is Mrs. Rosalie Kraus. Aronin is field representative of the Jewish Labor Committee of Chicago, a member of Workers Education Local 189, and consultant to the A.F. of T.'s Democratic Human Relations Committee.

The speaker declared that historically, test oaths have been associated with the vicious practice of inflicting penalties and disabilities upon so-called "obnoxious" minorities, and were used to eliminate diversity of opinion and belief among such hounded groups as the Huguenots, Baptists, Spanish "heretics," Quakers and Catholics.

"Forcing a confession," he said, "has been a short cut used by those who want

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to avoid due process procedures and the responsibility of getting and facing facts. The test oath turns a basic democratic principle upside down. Instead of the assumption of innocence for all, we have the assumption of guilt for arbitrarily selected groups."



**I**T'S ALL A RUMOR, protests J. E. Moss, superintendent of Davidson County (Tenn.) schools. He has no intention, he said, of discriminating against members of the *Nashville, Davidson County Federation of Teachers, Local 1247*.

When queried by the *Nashville Trades and Labor News* about stories being circulated throughout the county, Moss declared he could see no reason why teachers should fear reprisals from him if they join the teacher union. He also denied a report that he had instructed principals to give him the names of members of Local 1247, whose president is Warren G. Dixon.

Moss was quoted by the *Trades and Labor News* as saying he considers the *American Federation of Teachers* a bona fide organization, set up to consider teacher problems and welfare.



**A**DD MINNEAPOLIS to a growing list of cities in which the school administration has disavowed taking sides in whether teachers should join the union.

Dr. Rufus A. Putnam, the city's school superintendent, informed the working conditions committee of the *Minneapolis Federation of Men Teachers, Local 238*, that the city's teachers were free to join the organization of their choice.

The Federation's News Bulletin, edited by Vern Smith, reported that he went a step further and asked the committee to meet with him this spring to work out a policy for building membership drives, while reacting favorably to the suggestion that principals also not try to influence the teachers.



**A**FTER TEN constructive years of hard work, concerted effort and activity, *West New York Federation of Teachers, Local 833*, whose president is Ellen Smith, proudly announces it has brought its membership in for Win, Place and Show honors.

Gabriel Palmisano, the Local's publicity chairman, clarifies by pointing out that the Win honors are in the field of union and board of education relations. He said:

"The two groups agreed on a very workable plan giving all West New York school system personnel two days excused absence for religious or personal business reasons.

"As for Place honors, Local 833 can

hold itself high. It went to the aid of a teacher in financial distress with a \$750 loan, and is now working on a welfare plan to take care of similar situations."

In Show honors the union has a Theatre club which meets monthly to see Broadway's best plays and nets a profit of about \$500 annually. Other officers of Local 833 include Mrs. Caroline Johansen, secretary, and Mrs. Florence Kahn, treasurer.

## Arthur A. Elder

*Arthur A. Elder, 56, of New York, veteran leader of the American Federation of Teachers, and also active in the A.F. of L-C.I.O. and the International Ladies Garment Workers Union, died Thursday, March 1, in a hospital in his home city. Mr. Elder was a past vice-president of the A.F. of T., in which capacity he served for 17 years prior to 1954, and at the time of his death was chairman of the A.F. of T.'s commission on educational reconstruction*

*which, among other things, produced Organizing the Teaching Profession, a history of this organization.*

*He held an M.A. and a B.A. degree, and taught school in Michigan for 15 years, during nine years of which time he served as president of the Michigan Federation of Teachers. He was statistician for the A.F. of L-C.I.O., an authority on public school financing and taxation, and director of the training institute of the International Ladies Garment Workers.*

*Shortly before his death he was named a member of the education committee of the A.F. of L-C.I.O. and was a member of the A.F. of L committee before the merger of the two organizations last year. He was also a member of the Workers Education Bureau of the American Labor Education service.*

*He has been credited with contributing more to the growth and leadership of the A.F. of T. over a continuously longer time than any other person, and was widely known and loved among the A.F. of T.'s membership.*

*His death came unexpectedly from a blood clot. A memorial in the form of a scholarship fund is under way by the International Ladies Garment Workers Union, and Locals which so desire may contribute to this fund in his memory.*

*Paying tribute to Mr. Elder at his funeral, President Carl J. Megel said: "Arthur Elder was a dedicated disciple of teacher unionism. Without compensation, without commitment or pledge, he gave unstintingly of his time, his energy and his competent service. He built his life on a cornerstone of service from which grew a temple dedicated to the cause of education. This temple will stand as an enduring monument to his memory."*

14

*Mr. Elder*



**T**HE NEW YORK Teachers' Guild, Local 2, acted quickly after psychologists, social workers and psychiatrists in the bureau of child guidance of the city's board of education voted 116 to 72 to make the Guild their bargaining agent.

The Guild took the salary and other grievances of the group to the superintendent of schools who promised to recommend changes sought to the board. David Selden, the Guild's special representative, added: "The organization of this bureau is leading to the organization of others."



**D**R. BENJAMIN FINE, education editor of the *New York Times*, who outspokely believes that classroom teachers should be paid from \$6,000 minimum to \$12,000 in eight steps and should not be required to perform the duties of "second class clerks", recently also told the Mid-Western Institute for the Metropolitan Detroit Social Studies Club of some common misconceptions about teaching that should be stamped out.

The misconceptions, Dr. Fine said, are: "1) Anyone can teach; 2) People who go into teaching are already frustrated in love; 3) Teaching is an easy way to make a living, and 4) Children can't read, write or spell—schools aren't as good as they used to be."



**R**OCHester (N. Y.) TEACHERS are having the unusual experience of being appreciated by the citizenry and getting some positive help in the solution of their problems.

A Citizens' Review Committee studied the teachers' salary situation, decided their request for a \$700 increase was insufficient to meet their needs, and recommended annual raises ranging from \$900 to \$2,150.

The Rochester Teachers Union, Local 616, acting president Norman Gross, last fall had asked the school board for a straight \$700 across-the-board pay hike, to boost starting salaries to \$4,000, and raise the B.A. maximums to \$6,300.

This isn't enough, said the Citizens' Review Committee, which includes business men, educational experts and a labor representative. The committee recommended a B.A. starting salary of \$4,200 a

*The AMERICAN TEACHER magazine*

year, with top of \$7,800 after 16 years. The current top scale for B.A.'s is \$5,650.

Next move is up to the Citizens' Revenue Committee, which must find reasonable and equitable means of raising the funds through taxes, to finance the salary increases urged by the Review Committee. Final decision will come from the school board and the City Council.



ORGANIZED labor in Kansas City, Mo., and its surrounding area are getting a better idea of public school and teacher problems and services from a series of articles being contributed to the Kansas City Labor Beacon by members of the *Kansas City Federation of Teachers*, Local 691, and their students.

The articles are published under the heading, "The Chalk-board," and frequently describe departments of the school system as well as discuss problems of teachers. Sometimes they are written by students under teacher supervision. President of the Kansas City Federation is T. W. Kerley whose wife, Frances, is homemaking supervisor of the school system, and also active in the teachers' union.



MARY McDONOUGH, editor of the weekly bulletin of the *Toledo Federation of Teachers*, Local 250, points out

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creasing to a \$5,400 maximum in 12 steps. For one year of approved study beyond the Bachelor's degree schedule, \$200 additional was paid, and for two year's study, \$400 additional. The new schedule increases this to \$250 for one year and \$500 for two year's additional study.

Henry B. Waskow, president of the teacher union, led the campaign for the increase. M. Jastrow Levin was chairman of Local 340's salary committee.



THE PROFESSIONAL standards committee of the *Gary Teachers Union*, Local 4, is working on a code of ethics for union teachers. Chairman of the project is Al Beckman, a teacher in the city's Roosevelt school.



BALTIMORE TEACHERS have a new salary schedule being put into effect by stages, won after a lengthy campaign in which the *Baltimore (Md.) Teachers Union*, Local 340, received the backing of organized labor. The new schedule has a starting salary of \$3,600, advancing to a \$6,100 maximum in 12 steps. With each additional year of service, there is a \$200 salary increase until the seventh year, when the annual boost becomes \$250. At the fourth, seventh and 11th years, six semester hours of additional study is required.

The old schedule began at \$3,200. In-  
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Mr. Waskow

paign in which the *Baltimore (Md.) Teachers Union*, Local 340, received the backing of organized labor. The new schedule has a starting salary of \$3,600, advancing to a \$6,100 maximum in 12 steps. With each additional year of service, there is a \$200 salary increase until the seventh year, when the annual boost becomes \$250. At the fourth, seventh and 11th years, six semester hours of additional study is required.

The old schedule began at \$3,200. In-

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LABOR GROUPS in Wilmington, Del., are going all-out to back the *Federation of Delaware Teachers*, Local 762, in its bid for collective bargaining rights with the local school board.

F. Earl McGinnes, Jr., Federation president, said that 14 unions have written to Gail Belden, president of the Wilmington school board, asking recognition of the teacher union as the true collective bargaining agent for local teachers.

Action of these unions followed endorsement of Local 762's proposal by the Central Labor Union and the Delaware State Federation of Labor, both of which urged that local affiliates do likewise.



WHENEVER FLOYD LYLE is seen dashing down the streets of San Bernardino, Calif., it won't necessarily mean that he's trying to meet his deadline as editor of *The California Teacher*.

Lyle may be rushing to preside at a meeting of the San Bernardino Labor Council, of which he was recently elected president. Fellow members of the *San Bernardino Federation of Teachers*, Local 832, are proud of the new role he is playing in the labor movement.



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## Her Students Write Own Civics Book



Miss Baker and Civics Students at Their Project.

**I**NNOVATIONAL procedures in the study of civics at the community grass-roots level, in which students did their own research and wrote a "textbook", was completed this school year by the classes of Miss Geneva Baker, ninth grade teacher in Quincy (Ill.) Junior High school, and, incidentally, member of the *Quincy Federation of Teachers, Local 809*, as well as defense chairman of the *Illinois State Federation of Teachers*.

The project was sparked when Miss Baker's three classes, in studying the unit on the family and community, came up with many questions on such things as installment buying, population growth, and so on, not mentioned or inadequately covered in the school textbooks.

"Our books were very good as texts go," Miss Baker said, "but no text can keep completely up-to-date." After studying the problem, the students asked if they might bring in supplementary material, and in the unusual study and research that followed, came up with the text, *Looking Into Our Community*, and techniques which Miss Baker visualizes as being useful in future classes.

To begin with, each student made a list of the subjects in which he thought additional material was needed, using indexes of the available texts as an aid. A master list was then compiled on the board. Topics were grouped, eliminated and reworded until only six remained. They were: Population, recreation, community, protection, education and business and industry.

**E**ACH OF THE THREE CLASSES divided itself into two committees. Each committee made itself responsible for one of the main areas, and listed all the phases of its subjects that should be studied and each member was made responsible for one.

Speakers were invited in to talk on subjects on which they were authorities. Superintendent of schools, Dr.

O. L. Little, spoke on the educational set-up and crowded school conditions; A. R. Higgins, editor of the Herald-Whig, the city's newspaper, discussed local problems such as parking, zoning, housing, sewer needs, and stressed that most current problems can be traced to great population growth.

Leaders and authorities in the areas also spoke to the students on installment buying, credit, automation, unions, and so on. The Quincy Youth Development Commission sent speakers that discussed recreation and family relations.

Henry Hackamack, in charge of special services in the school system, spoke on juvenile delinquency and how the school system and Illinois cares for the handicapped. Other students arranged for interviews with those who could give information to supplement their reading.

**W**HEN THE REPORTS began coming in, typewriters were borrowed from the typing class and pupils who could type began making typed copies. Others corrected the reports for grammar, spelling, and authenticity, and the reports were retyped.

To get this great amount of material organized, large cards were printed with the names of the sub-topics, and fastened to the bulletin board. As each report came in it was pinned to the card bearing that title. Thus, students could see at a glance just what stage each topic was in.

Using the big cards again the classes studied the topics to decide the order in which they would come in the final "book." How population growth had effected each was the criteria. Gaps in reports were discovered and further writing was needed to connect the subjects into one smooth report.

The material under each of the six big headings was pinned together into long sheets and then the drawings, graphs, charts, et cetera, inserted in the right places. These long sheets

were again retyped around the inserts and the sheets cut apart and numbered to make the dummy sheets. Next the stencil cutting began. Pupils had had no experience in this work but quickly learned. The office did the mimeographing. One hundred twenty copies were made. With the table of contents, introduction, and so on, the book totaled 103 pages. The books were placed in black binders and given the title of *Looking Into Our Community*.

**M**ISS BAKER FEELS that the project was a great success. "The pupils," she said, "lived with the subjects so much that they really didn't need the book as a text. It was a new experience for me and I was as enthusiastic as the children. They are now up-to-date on the many current problems and we all continue to bring in material as we find it in current publications.

"The pupils profited in many ways. They were able to effectively use the typing they had learned in eighth grade. They received training in proof reading, stencil cutting, taking notes, conducting interviews, writing thank you notes to our speakers, doing research, reading critically, evaluating their work and organizing material.

"Also, using their texts and other material better by effective use of the index and table of content, summarizing what they read and heard from the speakers, making graphs and charts to express ideas, using their art ability to illustrate the material, and in following a project through.

"The three classes, although meeting at different hours, worked as a unit most of the time. Whenever possible, work begun in one class was continued in the next. The pupils got better acquainted.

"The last topic in the book, on automation, will, I believe, be a very effective introduction into our study of occupations this spring."

# Kelley Vows FIGHT For School Aid



REP. KELLEY

BY ROBERT B. COONEY\*

KIDS can't vote and farmers can!

That's why this election year, at press time, finds the spotlight on farm surpluses and Congress considering crash programs to do something about them. Meantime, the most vital surplus is forgotten—the surplus of school children.

The U. S. Office of Education estimates there are today about 2,400,000 pupils in excess of normal classroom capacity, not counting those in unsafe or obsolete schools.

By 1960—when the nation will have met the challenge or completely failed the future—enrollments will be increased by 7,000,000 new students. They will need in these next five years 725,000 more teachers and 476,000 more classrooms.

A few bills have been introduced in Congress to meet the crisis by providing federal aid for school construction. An incidental result may be to release state funds to raise teachers' salaries.

THE CHIEF MEASURE, the one most advanced and the one strongly backed by the A.F. of L.C.I.O. carries the name of Rep. Augustine B. Kelley (D-Pa.).

The Kelley bill provides \$400 million a year for four years. Its allocation of federal funds is based on school-age population and must be matched equally by state and/or local funds. Each approved State plan must give priority to the neediest districts in the state.

The Eisenhower Administration's program was introduced on the Senate side by Sen. H. Alexander Smith (R-N.J.). It calls for \$250 million a year for five years. The Smith bill grants are based on a variable formula which takes account of a state's income per school-age child, the

school-age population and the money spent for education. A state would have to match anywhere from one-third to two-thirds of the federal grant.

Another Senate bill is that of Sen. Lister Hill (D-Ala.). It would provide \$500 million a year for two years, with the matching taking account of per capita income and school-age population.

The Senate bills are in the Labor committee, with that body awaiting House action on the Kelley bill.

The Kelley bill was voted out of the House Labor committee last July. The legislation has been bogged down in the House Rules committee during this session, awaiting a rule to govern floor debate.

TO FIND OUT the story behind its delay and the prospects of its passage, *The American Teacher* went to the person best-informed on the legislation—the sponsor himself. The following interview ensued:

Q.) "Congressman Kelley, it is reported that your bill has been caught in a crosscurrent of politics and problems—like questions of financing and whether funds will go to segregated school systems and just plain opposition to Federal aid. What do you think the chief problem is and how can it be resolved?"

A.) "The dispute over the Powell amendment (to withhold funds from states or districts acting to defy the Supreme Court's desegregation decision) slowed it up. There is no necessity for the amendment. I think an injunction to stop any violation in use of funds can easily be obtained. The issue may have to be resolved on the House floor. I am going to fight for the bill as it is."

Q.) "Congressman, what are the prospects for House passage of your bill in this session?"

A.) "I think the prospects are good. I think they would have been

a lot better if President Eisenhower had come out for my bill instead of proposing another bill. I think we will get the bill through the House before the end of April."

Q.) "What key provisions of your bill and the Administration's might have to be resolved?"

A.) "The matter of grants. I prefer my own. It is simple and gives money to each state on a 50-50 matching basis. The state itself then distributes the funds to districts according to their need. My bill is for \$1.6 billion. The Administration's is for \$1.25 billion and that isn't enough. The Kelley bill provides sufficient funds to catch up with school needs by 1960."

Q.) "Congressman Kelley, is there anything the parents and citizens in the communities of America can do to help your legislation get passed?"

A.) "Yes. They can get after their congressmen. They should write and wire their congressmen and ask them to support the Kelley bill as it is. That is the quickest way to get it passed."

## Teachers in Labor

MORE THAN EVER, teachers are realizing the importance of active participation in labor organizations, which, in turn, show they value and respect the leadership of teachers by electing them to office.

The new president of the Rockford (Ill.) Federation of Labor is Raymond J. Froehlich, vice-president of the American Federation of Teachers, and president of Rockford Federation of Teachers, Local 540.

Richard Steelman, secretary of the Malone (Ill.) Federation of Teachers, Local 791, recently was chosen a trustee of the Tri-City Federation of Labor. He is also chairman of the Northwest Area Council, as well as labor's representative on a Citizen's Advisory Committee.

\*American Teacher Washington special correspondent.

## A. F. of T. Goals

From Page 6

the same basis that industries provide them for their employees.

### 'MERIT RATING'

**A** CLEVERLY camouflaged system of teachers' salaries called merit rating and which in reality limits salary increases to a few selected teachers, is again being promoted in several parts of the country. The American Federation of Teachers is opposed to this system, since no other device will drive young teachers out of the profession more quickly. Since no objective rating system can be devised, the following evils invariably develop whenever so-called merit rating is attempted:

- 1.) Sycophancy—I must polish apples.
- 2.) Discouragement—Why don't I rate?

- 3.) Undue Showmanship—I must excel my peers.

- 4.) Fear—who is watching me now?

5.) Low Morale—What's the use trying?

6.) Desertion—So it's a rat race, I'll get out!

When it becomes apparent to the whole faculty of a school system that the merit awards on the schedule must be kept within the limits of the budget these questions begin to rumble:

1.) How much money can be allotted to how many superior teachers?

2.) How long can these sums be paid?

3.) What will happen to the salaries of the chosen few if a depression strikes?

4.) Is this device keeping the schedule lower than need be for the teachers not enjoying its advantages?

Gary Teachers' Union, Local 4, was organized in 1937 to get rid of a teachers rating system tied in with the budget. An intolerable situation had developed over the years, the depression had pinpointed the system's evils.

To the anxious layman, the rating device sounds very good. Teachers who have lived under its operation are not deceived. They know that the interests who are proposing merit rating as a device to recruit, develop, and hold superior teachers are not sincere in their announced motives. Teachers know that these interests are reviving and advertising merit rating for one purpose, i.e., to keep down the costs of instruction in the public schools. While the mass of teachers continue underpaid,

school authorities can say, We pay our best teachers 10 or 15 thousand dollars a year and are glad to do it!

stultifying limitations can a teacher grow in the direction of his own capabilities and become of greatest worth to pupils and community.

Teachers, to be successful, must enjoy the full rights of citizenship and be accorded the respect and confidence due all able, qualified and responsible people. When this becomes a fact then teaching is truly a profession whose members may be justly proud that they are participating in one of the world's most important works.

## TEACHERS

### as Citizens

**T**O BE A WORTHY MEMBER of any profession one must take genuine pride in membership. If teachers are to take such

By pride, they must do so in face of the obstacles thrown

in their path by way of the all too prevalent circumscription of their avocational as well as vocational activities. Communities and boards of education

have every right to demand that teachers be well qualified people of good character. Beyond this point such communities and boards have no demonstrable right to limit a teacher's activities by humiliating rules, stated or implied, of the following nature:

**Thou shalt not marry, be politically active or indulge in any leisure activities not endorsed by us;**

**Thou shalt not join any association of teachers except those ruled by administrators, (but those verily thou shalt join and without fail);**

**Thou shalt take no action toward receiving adequate pay nor engage in any remunerative occupation on thine own time but assuage hunger and cold by joy and solace of service;**

**Thou shalt gladly accept snooperision in lieu of supervision;**

**Thou shalt accept so-called merit rating whereby all advancement is attained by the rugged individualistic and time-honored medium of raising thyself by thine own bootlicks;**

**Thou shalt joyfully embrace all ready-made policies handed down from above, expecting nor seeking no voice in same;**

**Thou shalt joyfully sign all and sundry loyalty oaths even though those who require it sign none, and**

**Thou shalt cast all thought of tenure from thee.**

This list of restrictions could be multiplied time and again but is ample to illustrate the sort of things that discourage many fine young people from becoming, or remaining, teachers.

The American Federation of Teachers seeks the elimination of these and all other degrading restrictions in order that teaching may become a profession in fact as well as in name. Only when free from

## DISCIPLINE, DELINQUENCY and Drop-Outs

**T**HE EDUCATION of America's children has always been one of the major objectives of the American labor movement. Today, more than ever, labor leaders realize the importance of education in keeping

America strong. This strength can only come from the minds and abilities of the youth of our nation. Ever-increasing educational demands are being made of high school and college graduates in order to meet the needs of expanding industrial and economic productivity. Yet in the face of this we find that students are dropping out of high school classes at an alarming rate.

The American Federation of Teachers through its members has the opportunity and the responsibility to curb this tide by giving to the students a realization of the need for adequate training through formal education. Teachers throughout the country must make every conscious effort to influence students to obtain as a very minimum a high school diploma.

The problem of drop-outs can be considered a phase and directly connected with the greater problem of juvenile delinquency. This term has become a catch-all phrase to cover the entire range of adolescent behavior and misbehavior. Despite the distaste with which we view this problem, we must nevertheless work toward its solution. The classroom is the training grounds of our future citizens. It is within the means of every teacher to foster the growth of democratic thought and action in every teaching situation, and thus lay the foundation of the moral, social, and ethical values of every boy and girl.

To accomplish this goal we must see that the cornerstone of today's education



Miss Maloney



Mr. Peck



Miss Carey

for tomorrow includes excellent teaching, outstanding administration, and the finest of educational facilities.

## TEXTBOOKS and CURRICULUM

TEXTBOOKS are tools. Tools are instruments used to do work. The tool which is chosen must be suited to the work at hand

By EDWARD F. JERROW  
*Vice-President*  
We believe that the work at hand in America's schools is to prepare for active participation and responsibility in life. That life includes activity in social, political and economic fields.



Mr. Jerrow  
our youth.

The selection of textbooks and the organization of the curriculum are challenges in a complex society. The work required is beyond the capacity of any one person. Progressive administration should and does call upon lay groups in the community—P.T.A., industry and labor—for advice.

American teachers cannot shirk responsibility. They must be the constant, constructive critics of the efficiency and sufficiency of curriculum and textbooks. They must share responsibility by advisory and active participation in choosing what will best serve America today and tomorrow.

## CLASS and TEACHER Overloads

THE AMERICAN Federation of Teachers, with complete support from the A.F. of L-C.I.O., has for several years advocated a maximum class size of 25 pupils. No class should exceed 25

pupils. To have more students for any reason makes both teaching and learning difficult, and in some cases almost im-

possible. Make-shift experiments, like the use of non-educational school aides which tend toward larger classes for the teacher instead of smaller, will not solve the basic problem of class size—or successfully alleviate the problem of shortage of teachers. There is no substitute for a capable, well-qualified teacher in any classroom.

School boards and administrators have been long on setting the time when teachers have to be in the building in the morning, but they have been pretty remiss about setting a closing time, beyond which teachers do not have to remain. Not only should the school day be defined in that respect, but the *A.F. of T.* recommends that the teacher's day should not exceed 5½ hours of supervised activity, beyond which extra compensation should be given. The careless and arbitrary exploitation of the teacher's out-of-school time has driven many fine teachers into other endeavors.

Another grievance that is all too common is the encroachment on the teacher's lunch period by the assignment of supervisory duties. In these days of coffee breaks as an established practice in offices, it is reasonable and just that we insist that every teacher, like people in other professions, is entitled to a free and uninterrupted lunch period.

## VOCATIONAL Education

PROBLEMS AFFECTING the success of vocational education are mainly a matter of the philosophy of administration at the local level. Vocational education classes

By GEORGE W. BEACOM  
*Vice-President*  
should not be opportunity classes—a place to house disciplinary cases, misfits, or those who will not conform to the routine of classroom instruction. Vocational education is intended to be technical education. Even with Federal and State subsidies, vocational education costs are high, too high for opportunity classes. School systems should make special provisions for facilities and reserve vocational classes to improve trade competency.

Certification requirements for teachers in the vocational schools should contain academic requirements; and vocational education should require academic training so that the graduate is competent on other levels as well as trade.

Trade experience over and above the requirements for certification should be recognized and applied in the same man-

ner as teaching experience for determining salaries.

Another problem to be considered is the re-education of counsellors in the type of youth to be recommended for enrollment. There can be little improvement in vocational education until opportunity classes are eliminated and student counsellors re-evaluate the inclusion of students for trades courses.

If school administrators and counsellors follow closely the federal standards of admission, there can be no problem. The federal standard calls for applicants who can benefit by the instruction.

## ACADEMIC Freedom

DEMOCRACY FOR EDUCATION is a part of the motto of the *American Federation of Teachers*. The struggle for liberty

By EDWARD A. IRWIN  
*Vice-President*  
and freedom  
eternal vigilance. Nowhere is this more in evidence than the struggle that has been necessary to preserve and maintain the liberties and rights of America's teachers. Freedom cannot exist in a society where education is fettered. Education cannot prepare for democratic living unless its teachers are assured of the civil liberties and rights of any other citizen.

The *American Federation of Teachers* is opposed to loyalty oaths because they do not apply to other citizens, but single out public employees, including teachers, only. The *A.F. of T.* opposes devices which coerce or restrict the inherent rights of teachers to be and to remain free.

The *A.F. of T.* will continue to fight for the right of teachers to teach, in the classroom, the basic facets of our time without intimidation, because we believe that only a free teacher can teach with conviction and dignity.

## TEACHER AIDS

WHILE THE AVERAGE TEACHER is overburdened with non-teaching responsibilities which interfere with his regular duties, teachers' aids

By WILLIAM P. SWAN  
*Vice-President*  
programs which are being experimented with throughout the U.S. do not solve the problem. The *A.F. of T.* recognizes the

Turn to Page 20

## Salary Demands Pending

MAJOR SALARY demands pending at press time included one by the Detroit (Mich.) Federation of Teachers, Local 231, to jump the B.A. minimum \$850 from \$4,150 to \$5,000, and the maximum in nine steps from \$6,440 to \$9,500, up \$2,950.

The union asked that the M.A. minimum be increased \$1,100 from \$4,400 to \$5,500, with a new maximum up \$3,200 from \$5,500 to \$10,000. Differential for the M.A. degree would be \$500.

The Anchorage (Alaska) Federation of Teachers was asking for a \$500 across-the-board raise for the coming school year, to make the salary scale range from \$5,930 to \$6,430 in four steps for teachers with three years training; \$6,050 to \$7,050 in eight steps for a B.A.; and \$6,200 to \$7,700 in 12 steps for an M.A. Current salary schedule in same number of steps: \$5,430 to \$5,930 for three years training; \$5,550 to \$6,550 for a B.A.; and \$5,700 to \$7,200 for an M.A.

The Minneapolis (Minn.) Men's, Local 238, and the Minneapolis Women's, Local 59, were working for a six-point pay program, including a \$600 across-the-board raise with \$300 starting Sept. 1, 1956; the other \$300, effective Jan. 1, 1957, and a reduction of steps from 12 to 11. Current salaries range from a \$3,000 No-Degree minimum to \$5,250 maximum; B.A. degree, \$3,450 to \$5,750; B.A. plus 20 credits, \$3,650 to \$5,950; M.A., \$3,800 to \$6,100; M.A. plus 30 credits, \$4,000 to \$6,300; and Doctor's, \$4,150 to \$6,450.

The Philadelphia (Pa.) Federation of Teachers, Local 3, was asking for a \$600 across-the-board increase for the coming school year, to make its salary scale range from a \$3,800 minimum to maximums of \$6,700 for a B.A. and \$7,100 for an M.A. The request included a boost of the annual increment from \$200 to \$300. Current salaries range from \$3,200 to \$5,400.

*Rochester Teachers Union, Local 616:* For a \$700 straight across-the-board raise, boosting starting salaries to \$4,000 and raising B.A. maximums to \$6,300. Also improved salaries for two- and three-year trained instructors. Current salaries range from \$3,300 minimum to \$5,600 maximum.

## A.F. of T. Goals

From Page 19

need for assistance in non-teaching classroom duties, but opposes any plan which has the potential of permitting non-certified personnel to assume functions which are professional in nature.

Those who advocate a teachers' aide program claim it will increase efficiency in the classroom. But on the contrary, it will become a wedge permitting employment of untrained persons to work for lower salaries in place of highly skilled and trained teachers. It will also become a device to increase class size, because two persons will be in a room handling the work formerly done by one.

We should oppose, too, the suggestion that persons trained in purely scientific and technical fields, be given a few educational courses and then be employed to teach.

The real answer to the problem of achieving greater teaching efficiency is not through teachers' aides, but in smaller classes, or more teachers per class or per subject. This would mean a shorter teaching day, with additional time for preparation and clerical work.

Teachers' aide programs should be opposed not only because they will lower standards, but because our children will be subjected to poorer education, due to the inevitable assumption of professional duties by non-certified personnel.

## DEMOCRATIC Human Relations

THE AMERICAN Federation of Teachers demands that every American child be given his rightful opportunity for a decent education in a decent school by trained teachers

By VERONICA B. HILL, Vice-President  
who not only teach democratic living but are given the opportunity to live democratically. By this, we mean that every American child should have every opportunity to progress as far as his capabilities will permit without regard to race, creed, color or economic status.

To help teachers throughout the nation understand this basic philosophy the A.F. of T. has taken the lead among professional organizations to help eradicate prejudices, discriminations and inequities that members of minority groups are the victims of. The Federation's committee on democratic human relations has served as

Mrs. Hill

a yardstick by constantly pointing out what the organization has done and what needs to be done to achieve the goals already set up.

The annual luncheons sponsored by the committee on democratic human relations serve as a means of focusing the problems involved in human relations practices to the delegates of our annual convention.

The A.F. of T., by amicus curiae briefs, supported the case before the supreme court for the elimination of segregated schools in America and has taken a definite stand in support of the decision of the supreme court in May, 1954, for integration of all schools.

The A.F. of T. believes that through the practice of good human relations, the dignity and worth of individuals are recognized. It believes in majority rule with full protection of minority rights. Finally, it believes firmly that every child shall have equal opportunity to share in public services and benefits.

## FEDERAL AID for Education

THE FEDERAL AID program of the American Federation of Teachers can be stated simply as follows:

By TURNER H. TRIMBLE, Vice-President  
1) Federal aid for public school construction.  
2) Federal aid for the improvement of public school teachers' salaries.

3) Federal aid for increased and improved health and welfare services to all school children.

4) Federal aid for scholarships and loans for higher education, especially to encourage larger numbers to enter teacher training.

5) Continued federal aid for schools in federally impacted areas.

6) Federal aid for the eradication of adult illiteracy, and  
7) Increased appropriations for an adequate research program by the Office of Education.

In its support of this program, the American Federation of Teachers insists that the control of public education remain with local authorities, but believes that the need for federal financial help can be met without the slightest interference by the federal government in the local selection of curricular, textbooks, or personnel.

The A.F. of T. further believes that the nationwide shortage of teachers is even more serious than the shortage of classrooms, with the current supply lagging even farther behind the increasing demand than does the school construction rate behind the classrooms need.



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## Workshops

From Page 9

would like to return for a postgraduate course. I am sure those of us who heard Jack Barbash portray the struggles of organized labor down through the years, and the program and principles it has stood for, felt a pride in being members of a movement which is American to the core.

**A**NOTHER PHASE is the discussion of union teacher problems under the leadership of officers of the national organization, state federations, and sometimes other trade unions. It is in these sessions that participants learn about problems and techniques of organization, publications, legislation, membership drives, bargaining, and many others that confront a teachers' union.

Here they also discuss the problems and achievements of their own locals, and find how other unions have met the challenge in their communities. In the relaxed atmosphere of the campus, more can be achieved in this respect than at state and national conventions where the atmosphere is often charged with politics. Area vice-presidents and leaders in state federations should be on hand as resource persons this year to participate in these discussions at all three Workshops.

Getting acquainted with members of other A.F. of L-C.I.O. unions is another important feature of the Workshop—one of the most important. Last year, from the time the teachers



*Snapped at a previous A. F. of T. Workshop at the University of Wisconsin: From left, Harvey Otterson of Minneapolis, president of the Minnesota State Federation of Teachers; Mary E. Emerson and Ella May Nelson of the St. Paul Federation of Women Teachers, Local 28, and Selma Larson, president of Minneapolis Federation of Women Teachers, Local 59.*

stepped out on the floor with other trade unionists at the opening mixer to do the hokey-pokey and other mixer dances, until they left the campus, our *A.F. of T.* members did a tremendous job of public relations. Other unionists found that teachers were human, and the teachers in turn found that the other labor members were fine people, too.

All who have participated in any way in the Workshop during years past—as students, coordinators, or resource persons—attest to the value of the sessions.

Last year's group was no exception to the rule. One wrote: "I am sure I never took more interesting classes than those from Jack Barbash and the

series on current problems. Another speaks of our pleasant and profitable summer and remembers the Whiffenpoofers, an impromptu singing group of six or eight of the teachers. Still another has lasting memories of a worthwhile two weeks, and tells of the successful membership drive of his local and the newly-organized credit union, both no doubt stimulated by the Workshop experience.

**E**VERYWHERE are evidences that attendance at the Workshop has engendered great and lasting enthusiasm among individuals, which in turn has been transmitted to their locals and state federations.

This year with sessions at three universities—in Pennsylvania, Wisconsin, and California, between 100 and 200 union teachers should be able and anxious to attend. The shorter sessions of one week in August prior to the national convention should make it doubly attractive to loyal and ambitious *A.F. of T.* members.

What each local and each state federation needs is a sparkplug to talk in season and out about the Workshop, and to argue, coax, badger, or cajole his organization into sending one or more representatives to one of these one-week sessions, at a very nominal cost, information on which will be given in letters from the national office and in the May issue of *The American Teacher*.

We need to build a fire under the Federations. Or, as Turner Trimble says, we need to sound a clarion call. If 200 people would attend, upon their return they should help to spark our Locals throughout the length and breadth of the land into a growth unprecedented in the history of the *American Federation of Teachers*.



*Snapped at a recent United Auto Workers Civil Rights conference in Grand Rapids, Mich.: Mrs. Mary E. Kastead of Detroit, president of the Union Teacher Press Association and executive secretary, Detroit Federation of Teachers, Local 231, who spoke on the Michigan Fair Employment Practices Law, and Walter Reuther, United Auto Workers president.*

# New Books

## Of Interest To Teachers

**KINSHIP OF ANIMALS AND MAN.** *A Textbook of Animal Biology*, 839 pages, illustrated. By Ann H. Morgan, Ph.D., of Mount Holyoke college. McGraw-Hill Book Co., Inc., 330 W. 42nd st., New York 36, N. Y., publisher. \$6.75.

This work considers zoology as a living science, dealing with living animals and stressing their relationships to each other and to their environment. The author presents the thesis that "separateness does not exist in the living world, except in human thinking of it." Animals are studied as social beings associated with their environments, and as individuals, each of which contains a complex internal environment affected by the external one.

**THE NEW TEACHER COMES TO SCHOOL.** 376 pages. By Glen G. Eye, professor of education, University of Wisconsin, and Willard R. Lane, assistant professor of education, University of Minnesota. Harper & Brothers, 49 E. 33rd st., New York 16, N. Y., publisher. \$4.50.

While this was primarily written for school administrators, to advise them on problems concerning the induction and orientation of new teachers, a special section of the book is written from the viewpoint of the teacher. This chapter, entitled *Self-Help for New Teachers*, places the emphasis upon the responsibility of the new teacher to the program of induction, and is intended to help both prospective and experienced teachers adapt to school and community.

**PATHS TO FOLLOW**, 288 pages, **FRONTIERS TO EXPLORE**, 320 pages, **WIDENING HORIZONS**, 320 pages. By Ullin W. Leavell, professor of education and director of McGuffey Reading clinic, University of Virginia, Mary Louise Friebele and Tracie Cushman. American Book Co., 55 Fifth ave., New York 3, N. Y., publisher. \$2.32 for first volume; \$2.44 each for the other two.

These three volumes are teacher's editions of the new Golden Rule series, known as the Modern McGuffey

Readers. In the order listed herein, they cover fourth, fifth and sixth grades.

The contents include short stories, biographical sketches, verses and sociodramas, which are character-centered about the common, everyday problems of children and are intended to emphasize vital moral and human-relation values. Each lesson plan stresses the development of character through the pupils' reactions to the stories.

Of Prof. Leavell's two co-authors, Mary Louise Friebele of Manhasset, N. Y., is a professional writer for children, and Tracie Cushman is a former classroom teacher in the Grand Rapids (Mich.) public schools.

**A TEACHER'S ANSWER**, *A Reply to Critics of Our Public Schools*, 279 pages. By Percy B. Caley, member of Pittsburgh Federation of Teachers, Local 400. Vantage Press, Inc., 120 W. 31st st., New York 1, N. Y., publisher. \$3.50.

From a background of 31 years of teaching experience, the author describes what he considers the weaknesses of our public school system, and challenges the public to do something about it. He declares that mass-assembly-line techniques are turning out hordes of "literate but unlearned" young Americans who are potential prey to demagogues. In explaining the factor contributing to this situation, Mr. Caley also suggests ways for improvement, in order to give our youth the training essential to keep the democratic way of life secure.

**TEACHING WORLD AFFAIRS IN AMERICAN SCHOOLS**, 270 pages. By Samuel Everett, associate professor of education, The City College of New York, and Christian O. Arndt, professor of international educational relations, school of education, New York University. Harper & Brothers, 49 E. 33rd st., New York 16, N. Y., publisher. \$4.00.

This case book resulted from a study authorized by the John Dewey Society concerning the responsibilities

of American schools for education in world affairs. It is a guide for teachers and curriculum planners, offering programs already in existence and pointing the way toward further developments in this vital area of education. They include all-school and out-of-school activities such as clubs, forums, youth conferences and contacts abroad as they are utilized in teaching.

**HELPING CHILDREN GET ALONG IN SCHOOL**, 48 pages. By Bess Goodykoontz, director, comparative education, division of international education, U.S. Office of Education. Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10, Ill., publisher. 50 cents.

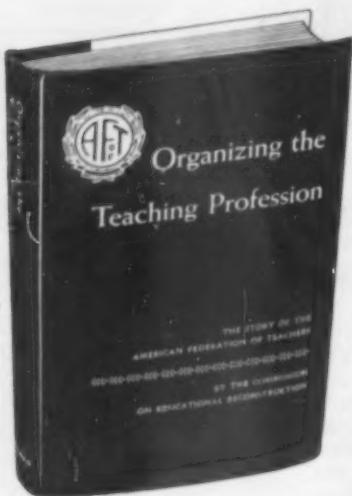
The question of what teachers and parents can do to help children get along in school and to make it a meaningful, happy and creative experience, is answered in this booklet. The author points out that since the child's first real picture of school is based on events of the first day—mainly the things the teacher does and says—the impressions and attitudes the new pupil acquires on that day will be long-lasting.

**EXPLORING THE MUSICAL MIND**, 189 pages. By Jacob Kwalwasser, professor emeritus, Syracuse University. Coleman-Ross Co., Inc., 80 Boylston st., Boston 16, Mass., publisher. \$4.50.

For more than 25 years as a research professor, the author measured and studied student populations in college, high and grade schools and reached conclusions that cast doubts on the efficacy of some cherished pedagogical practices in the teaching of music.

Prof. Kwalwasser explored such areas as auditory discrimination and acuity, motor responses, music talent, music achievement and general intelligence. The conclusions are explained in this book, which the author wrote to disseminate the results of organized experimentation and to interpret them in terms of a more progressive pedagogy.

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